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ABSTRACT

This guide for integrating nutrition education into the curriculum is an outcome of a dietary needs assessment of elementary school children in Lowell, Massachusetts, Public Schools. Although the original project was directed to transitional bilingual students of Hispanic and Portuguese origin, the food consumption survey included a multi-ethnic control group. The results indicated that all children had similar nutrition education needs and implied that all students would benefit from the educational program. The nutrition education tools developed as a result of the project have multi-ethnic application for maximum acceptance and usage by all school systems. While the guide provides objectives and activities for each grade, it can be consolidated for use at three levels: Introductory (Grades K-2); Intermediate (Grades 3-4); and Advanced (Grades 5-6). Suggested learning activities have been adapted from the topics/skills of an existing bilingual curriculum guide and expanded for greater effectiveness. A bibliography is available as a companion booklet with this guide. (JD)

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# NUTRITION EDUCATION:
## A COOPERATIVE EFFORT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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# TEACHER GUIDE K-6

Massachusetts Department of Education

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# NUTRITION EDUCATION: A Cooperative Effort

## TEACHER GUIDE Grades K-6

Massachusetts Department of Education
Gregory R. Anrig, Commissioner
Division of School Facilities and Related Services
William B. Black, Associate Commissioner
Bureau of Nutrition Education and School Food Services
John C. Stalker, Bureau Director

1976

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## OVERVIEW

This guide for integrating nutrition education into the curriculum is an outcome of a dietary needs assessment of elementary school children in Lowell, Massachusetts Public Schools. Although the original project was directed to transitional bilingual students of Hispanic and Portuguese origin, the food consumption survey included a multi-ethnic control group. The results indicated that all children had similar nutrition educational needs, and local sentiment implied that all students should benefit from the educational program. Therefore, nutrition education tools developed as a result of the project have multi-ethnic application for maximum acceptance and usage by other school systems. The objectives included increasing the acceptance of a wide variety of foods with special emphasis on:

* Consumption of fruits and vegetables
* Consumption of milk and milk alternates
* Breakfast habits

The project also demonstrated that school breakfast and lunch programs have considerable impact on the quality of dietary intake. Every effort should be made to promote participation in these programs through cooperative classroom/cafeteria learning activities.

### Objectives, Activities, and Resources

Although the guide provides objectives and activities for each grade, it can be consolidated for use at three levels: Introductory (Grades K-2); Intermediate (Grades 3-4); and Advanced (Grades 5-6). With transitional bilingual students, or with children who have no nutrition education background, it will be necessary to modify activities from preceding levels. The suggested learning activities have been adapted from the topics/skills of the existing bilingual curriculum guide and expanded for greater effectiveness.

The nutrition education objectives are introduced in Health and Science and are amplified through other disciplines and skills. When the word "food" appears in a learning experience, emphasis should be placed on fruits, vegetables, milk, and milk products. Classroom cooking/tasting parties and cooperative cafeteria projects should be conducted frequently for learning reinforcement. Ethnic activities should be concerned with all nationalities represented in a school or school system.

Resources provided throughout the guide are keyed to their location in the bibliography:

| | |
|---|---|
| B - Books | K - Kits, Activity Pieces, Miscellaneous |
| CB - Cookbooks | PA - Pamphlets |
| F - Films | PO - Posters |
| FS - Filmstrips | RP - Resource Person |

The bibliography is a companion booklet available with the guide.

## Evaluators

Suggested nutrition education activities can serve as pretests and post-tests of cognitive knowledge. Affective evaluation procedures can include: increased participation with less waste in recess milk, school breakfast, school lunch; better snacks and/or bag lunches with less waste; improved breakfast consumption at home; improved 24-hour dietary recalls; willingness to taste and greater enjoyment of unfamiliar foods.

## In-Service Workshops and Programs

In-service nutrition education workshops for teachers are recommended to provide background knowledge and to facilitate use of the guide. School food service, health, and media specialists should be included. A general program for all school food service personnel is desirable. Parent involvement is also essential. A concurrent workshop or program for them is valuable in obtaining their support. Public media should be used to reach parents who are reluctant to participate in group meetings.


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Grade: KINDERGARTEN

Behavioral Objectives: The student will identify and taste a variety of fruits, vegetables, and milk products. The student will identify and taste foods that are good to eat for snacks.

| Topics/Skills | Nutrition Education Activities | Resources |
|---|---|---|
| **Health** | | |
| Good eating habits | Using the lesson,"You Are Magnificent," describe what the body does and why we need food. | Creative Food Experiences for Children (B) |
| | Using food pictures or models, identify different types of milk and milk products; a variety of fruits and vegetables. | Food Models (K)<br>Vegetables and Fruits (K) |
| | Discuss and draw nutritious snack foods. Prepare and taste snacks made from fresh fruits and vegetables; milk and milk products. | Creative Food Experiences for Children (B)<br>Food and Man (K)<br>The Most Important Person: Have a Snack! (F)<br>The Munchy, Crunchy, Healthy Kid's Snack Book (CB)<br>Nutrition Survival Kit (K)<br>Put Munch in Their Menu (PA)<br>Using Foods (B) |
| Care of teeth | Review dental health habits. | Dental Health Education Program (K)<br>Do You? (PO)<br>Food and Man (K)<br>School Nurse (RP)<br>What We Do Day by Day (K) |
| | Make a food wheel of orally safe snacks. | Diet and Dental Health (PA)<br>Food Wheel (page 30) |
| **Science** | | |
| Farm animals | Discuss pictures of animals that give us milk. | Animals That Give People Milk (PA)<br>We All Like Milk (K) |
| | Read stories about animals that give us milk. | Look at a Calf (B) |

Grade: KINDERGARTEN

| Topics/Skills | Nutrition Education Activities | Resources |
|---|---|---|
| | Have a tasting party of milk products. | Bureau Activity Kit (K) |
| | Visit a farm or dairy. | Autumn on the Farm (F)<br>The Farmer and His Cows (B)<br>Farms and Farmers in Art (B)<br>Model Cow (K)<br>Mr. Charlie's Farm (B) |
| Plants | Show and discuss vegetables as parts of plants (roots, stems. leaves, flowers). | The Plants We Eat (and other books by M. Selsam) (B)<br>Vegetables (B)<br>Versatile Vegetables - See How They Grow (PO) |
| | Sprout seeds. | Creative Food Experiences for Children (B)<br>How a Seed Grows (B)<br>How To Grow a Jelly Glass Farm (B)<br>My Plants (B)<br>Play with Seeds (B)<br>The Seed (B)<br>Using Foods (B) |
| | Grow a mini-garden (container garden). | Mini-Gardens for Vegetables (PA) |
| | Make a fruit tree or vegetable garden bulletin board. | Bureau Activity Kit (K) |
| | Have a tasting party of fruits and vegetables. | Discovering Vegetables (B)<br>Fresh Vegetable Tasting Party (page 36)<br>Using Foods (B) |
| Perception | | |
| Basic colors | Identify colors of foods. | An Apple Is Red (B)<br>Food Models (K) |
| | Use food pictures to make collages of a given color. | |
| | Draw or color pictures of foods. | The Good Foods Coloring Book (PA) |

| Topics/Skills | Nutrition Education Activities | Resources |
|---|---|---|
| Sensory perception | Have each child describe the contents of a mystery food bag using the sense of touch. Follow with a tasting party. | Fresh Vegetable Tasting Party (page 36) |
| | Make scent boxes from small covered containers (film cannisters) filled with aromatic foods. | |
| Visual memory, memory span | Show a food item to children; remove it. Have children draw or describe the food. | |
| | Adapt "Old MacDonald Had a Farm" using food words. | |
| Physical Readiness | | |
| Cutting and pasting | Cut and paste food pictures for collages of snacks, fruits and vegetables, milk and milk products. | |
| | Make masks of fruits and vegetables. | Nutrition Activity Guide (B) |
| | Make food puzzles; seed mosaics. | |
| Using clay | Make clay models of favorite fruits and vegetables. | |
| Painting | Finger paint a garden mural. | Nutrition Activity Guide (B) |
| Communications | | |
| Listening | Listen to stories, poems, or rhymes about food. | Alphabet Soup (B)<br>Blueberries for Sal (B, F)<br>Book of Months - Chicken Soup with Rice (B)<br>Creative Food Experiences for Children (B)<br>Nobody Plays with a Cabbage (B)<br>Stone Soup (B, F)<br>The Very Hungry Caterpillar and Other Stories About Food (B)<br>Watch Out for the Chicken Feet in Your Soup (B) |

Grade: KINDERGARTEN

| Topics/Skills | Nutrition Education Activities | Resources |
|---|---|---|
| Speaking | Repeat from memory simple rhymes and poems about food. | |
| | Using flannel board cutouts, tell a story about food. | Flannel Board Stories (K) |
| Courtesy | Visit cafeteria to learn the lunchroom procedure and to practice courteous behavior. | School Food Service Supervisor (RP) |
| | Role play serving and eating a meal to practice mealtime manners. | Dinner at Alberta's (B)<br>Good Eating Habits (F)<br>How To Be Polite to Giants (PA) |
| | Emphasize courteous behavior at snack time. | |
| Reading Readiness | | |
| Sizes and shapes | Show and identify shapes and sizes of foods. | |
| | Make a collage of food shapes. | |
| Sequencing | Describe in sequence: preparing snacks; buying food in a supermarket; daily activities. | At the Supermarket (K)<br>What We Do Day by Day (K) |
| | Using picture recipes, prepare simple snacks. | Kids Are Natural Cooks (CB)<br>Using Foods (B) |
| Writing | | |
| Color words | Label colors of food words. | An Apple Is Red (B)<br>Food Models (K) |
| Mathematics | | |
| Counting to 10 | Count food items such as peas in a pod, sections in an orange, grapes in a bunch. | |

| Topics/Skills | Nutrition Education Activities | Resources |
|---|---|---|
| Identifying 1¢, 5¢, 10¢, 25¢, $1.00 | Play supermarket. | At the Supermarket (K)<br>Bureau Activity Kit (K)<br>Food and Man (K) |
| Telling time | Tell time with a vegetable clock. | Versatile Vegetables - Fun 'Round the Clock (PO) |
| Social Science | | |
| Body awareness, self image | Name major body parts. Trace one another. Discuss ways that people differ physically. | Creative Food Experiences for Children (B)<br>The Growing Rule (PC) |
| Family members | Role play family food situations. | Food and Man (K)<br>What We Do Day by Day (K) |
| Holidays | Have a food festival or international tasting party. | The Big Dinner Table (F)<br>See Cookbooks (CB)<br>Creative Food Experiences for Children (B)<br>Family Holidays Around the World (PA)<br>Let's Travel (Series) (B)<br>What We Eat; The Origins and Travels of Food Round the World (B) |
| Community helpers | Visit cafeteria to meet food service staff.<br>Visit supermarket, farmers market, farm, or dairy. | School Food Service Supervisor (RP) |

Grade: ONE

Behavioral Objectives: The students will identify and taste a variety of fruits, vegetables, and milk products prepared in different ways. The student will identify and taste foods that are good to eat for breakfast.

| Topics/Skills | Nutrition Education Activities | Resources |
|---|---|---|
| **Health** | | |
| Good eating habits (breakfast) | Draw and discuss what was eaten for breakfast. | Every Day We Get Up (PA)<br>Let's Learn About Breakfast (PA) |
| | Identify foods that are good for breakfast. | Alexander's Breakfast Secret (K)<br>Break the Fast (FS)<br>What Did You Have for Breakfast This Morning? (PO) |
| | Using food pictures or models, select components of a good breakfast. | Food Models (K) |
| | Prepare and taste breakfast foods. Plan and conduct a breakfast party. | Breakfast (page 26)<br>Food and Man (K)<br>Pancakes! Pancakes! (B) |
| | "Fish" for good breakfast foods. | |
| Growth (height, weight) | Compare photographs of students from infancy to present. | |
| | Have students trace their bodies in the fall and spring; record height and weight throughout the school year. | The Growing Rule (PO) |
| | In the spring, have children wear clothes worn on the first day of school. | |
| | Create songs and plays about how we grow. | |
| | Discuss the feeding of class pets. | |
| | Observe animal feeding demonstration conducted by older students. | The Great Grow Along! A Tail of 2 Rats and You (K)<br>Milk Made the Difference (PO) |

| Topics/Skills | Nutrition Education Activities | Resources |
|---|---|---|
| **Science** | | |
| Animals | Discuss differences between animals and plants. Name foods we get from animals. | The Farm: An All-Color Activity Book (B) |
| | Read stories about animals that give us food. | Animals That Give People Milk (PA)<br>The Farmer and His Cow (B)<br>Look at a Calf (B)<br>We All Like Milk (K) |
| | Have a tasting party of milk products served in the cafeteria. | Bureau Activity Kit (K) |
| Plants | Name foods we get from plants. Have a tasting party of fruits and vegetables served in the cafeteria. Prepare in different ways. | Bureau Activity Kit (K)<br>The Farm: An All-Color Activity Book (B)<br>Fresh Vegetable Tasting Party (page 36) |
| | Examine and plant seeds. Pantomime a plant growing. | Creative Food Experiences for Children (B)<br>Mini-Gardens for Vegetables (PA)<br>Play with Seeds (B)<br>Riddle of the Seeds (B)<br>Using Foods (B) |
| | Make a vegetable garden bulletin board. | Bureau Activity Kit (K) |
| Seasons | Make a collage with pictures of seasonal fruits and vegetables. | |
| | Collect and taste seasonal produce. | Bureau Activity Kit (K) |
| | Discuss and draw seasonal fruits good to eat for breakfast. | |
| **Perception** | | |
| Colors | Make a food wheel. | Food Wheel (page 32) |
| | Make a collage of foods that are the same color. | |
| Classification | Classify pictures of foods as plant or animal. | |

Grade: ONE

| Topics/Skills | Nutrition Education Activities | Resources |
|---|---|---|
| | Classify vegetables as root, stem, leaf, or flower. | The Most Important Person: Foods Around Us (F)<br>Versatile Vegetables - See How They Grow (PO) |
| | Make mobiles of fruits, vegetables, milk, milk products, or breakfast foods. | Bureau Activity Kit (K) |
| Causes of simple events, sequencing | Describe how to make simple foods. Prepare simple foods. | See Cookbooks (CB)<br>Creative Food Experiences for Children (B)<br>Food and Man (K) |
| | Discuss and prepare self-help breakfasts. | See Cookbooks (CB)<br>School Food Service Supervisor (RP) |
| **Communications** | | |
| Listen to and answer questions | Discuss breakfast habits. | Alexander's Breakfast Secret (K)<br>Food and Man (K)<br>What We Do Day by Day (K) |
| | Using food model flash cards, describe foods appearing in different forms. | Food Models (K)<br>Vegetables and Fruits (K) |
| | Read and answer questions about food stories. | Food Facts and Fun with Butter and Boop (PA)<br>The Very Hungry Caterpillar and Other Stories About Food (B) |
| Speaking courteously | Role play courteous behavior in the cafeteria or when serving food after classroom cooking. | Food and Man (K)<br>Good Eating Habits (F)<br>How To Be Polite to Giants (PA)<br>Lunchroom Etiquette (F) |
| **Reading** | | |
| Discriminate letters | List food words that begin with the same letter. | |
| | Make a food alphabet. | |

Grade: ONE

| Topics/Skills | Nutrition Education Activities | Resources |
|---|---|---|
| Discriminate forms | Make food print pictures with foods of the same shape. | |
| **Writing** | | |
| Write a simple story | Complete open-ended stories about food situations. (I like to eat breakfast...) | |
| | Write stories about favorite foods using fruits, vegetables, or milk and milk products. | |
| | Write stories about trying new foods. | Hamburgers - And Ice Cream for Dessert (B) |
| **Mathematics** | | |
| Add and subtract | Use pictures of foods for math problems. | |
| Liquid measures | Prepare simple recipes. | See Cookbooks (CB)<br>Creative Food Experiences for Children (B) |
| | Measure leftover liquids from school breakfast. | |
| Sets | Use food to illustrate members of a set. | Primary Grade Nutrition Education Kit (K) |
| Fractions | Use fruit and vegetable sections to illustrate fractions. | |
| | Make a food puzzle to illustrate fractions. | |
| | Cut fresh fruits or vegetables into sections to make a salad or soup. | Creative Food Experiences for Children (B)<br>Discovering Vegetables (PA) |

Grade: ONE

| Topics/Skills | Nutrition Education Activities | Resources |
|---|---|---|
| **Social Science** | | |
| Farm | Read stories about farms. | The Farm: An All-Color Activity Book (B)<br>The Farmer and His Cows (B)<br>Mr. Charlie's Farm (B) |
| | Visit a farm. | |
| | Play with model farm. | Model Farm (K) |
| | Dress up as foods and play "Farmer in the Dell." | |
| School facilities and workers | Tour a school kitchen; meet school food service workers at the beginning of the school year. | Food and Man (K)<br>School Food Service Supervisor (RP) |
| Neighborhood | Visit and draw pictures of local restaurants, fast food shops, and markets. | At the Supermarket (K) |
| | Role play local food-related occupations. | Urban Panorama (K) |
| | Discuss nationalities represented in the neighborhood (classroom). Identify what foods they eat for breakfast. | What Did You Have for Breakfast This Morning? (PO) |

Grade: TWO

Behavioral Objectives: The student will identify and taste foods that are good to eat for lunch. With the help of the school food service supervisor, the students will plan a school lunch menu to be served in the cafeteria.

| Topics/Skills | Nutrition Education Activities | Resources |
|---|---|---|
| **Health** | | |
| Balanced diet (lunch) | Discuss and draw foods that are good for lunch. | |
| | Select foods good for lunch from an assortment of food models. | Food Models (K) |
| | Plan a variety of lunch menus based on "Menu Medleys." | Bureau Activity Kit (K) |
| | Have a classroom tasting party using new foods from the cafeteria menus. | Fresh Vegetable Tasting Party (page 36)<br>School Food Service Supervisor (RP) |
| | With the help of the school food service supervisor, plan a school lunch menu to be served in the cafeteria. | School Food Service Supervisor (RP) |
| **Science** | | |
| Effect of seasons, weather | Discuss how plants and animals change with seasons. | Autumn on the Farm (F)<br>Blueberries for Sal (B, F) |
| | Discuss how eating habits change with the seasons. | Creative Food Experiences for Children (B) |
| | Make a seasonal fruit tree or a mural of seasonal foods. | The Plants We Eat (B)<br>Plants We Live On (B) |
| | Have a Hallowe'en vegetable tasting party. Make edible "vegetable monsters." | Arts and Crafts You Can Eat (B)<br>Autumn Harvest (B)<br>From Seed to Jack-O'-Lantern (B)<br>Kids Are Natural Cooks (CB) |
| **Reading** | | |
| Formation of compound words | Make up compound words from foods. | |
| | Use a food wheel or food pictures to illustrate compound words. | Food Wheel (page 32) |

Grade: TWO

| Topics/Skills | Nutrition Education Activities | Resources |
|---|---|---|
| Use of dictionary | Make a food dictionary. | Bureau Activity Kit (K) |
| Comprehension | Read stories about food. | Arthur's Artichoke (B)<br>Blueberries for Sal (B)<br>The Great, Big, Enormous Turnip (B)<br>Nobody Plays with a Cabbage (B)<br>The Very Hungry Caterpillar and Other Stories About Food (B) |
| Mathematics | | |
| Add and subtract | Use food pictures to illustrate math problems and games. | Primary Grade Nutrition Education Kit (K) |
| | Count number of children participating in school breakfast or school lunch. | |
| Liquid measure | Prepare simple recipes. | Classroom Cookery (K)<br>See Cookbooks (CB)<br>Using Foods (B) |
| Telling time | Prepare recipes emphasizing directions for timing (instant pudding, gelatin with fruit). | |
| Making change | Role play supermarket or school cafeteria. | Food and Man (K) |
| Quantities, weights | Weigh foods to ounces and pounds (grams and kilograms). | |
| | Compare weights of food packages. | |
| | Measure waste of fruits and vegetables at school breakfast or school lunch; compare waste before and after nutrition activity. | School Food Service Supervisor (RP) |

Grade: TWO

| Topics/Skills | Nutrition Education Activities | Resources |
|---|---|---|
| **Social Science** | | |
| Maps | Make a produce map. | Bureau Activity Kit (K)<br>Food and Man (K) |
| Compare United States, country of origin | Make murals comparing how food is grown and comes to market. | Farming Around the World (B)<br>Feeding the City (B)<br>Growing Food (B) |
| | Make a display of foods and agricultural products from country of origin. | The Big Dinner Table (F) |
| | Plan a holiday celebration using ethnic foods; taste foods. | See Cookbooks (CB)<br>Creative Food Experiences for Children (B)<br>Family Holidays Around the World (PA)<br>Food and Man (K)<br>Three Stalks of Corn (B) |

**Grade:** THREE

**Behavioral Objectives:** The student will identify the Basic Four Food Groups. The student will name and taste a variety of foods in each group.

| Topics/Skills | Nutrition Education Activities | Resources |
|---|---|---|
| **Health** | | |
| Basic Four Food Groups | Discuss the Basic Four Food Groups. Classify food packages into these groups. Conduct a Basic Four tasting party. | Bureau Activity Kit (K)<br>The Family Guide to Better Food and Better Health (B)<br>The Four Food Groups (PO) |
| | Read stories about the Basic Four. | Food Facts and Fun with Butter and Boop (PA)<br>The Hungry Car (B)<br>Primary Grade Nutrition Education Kit (K) |
| | Make a food train to group snacks into the Basic Four. | Bureau Activity Kit (K) |
| | Analyze the school breakfast and school lunch using the Basic Four. | Bureau Activity Kit (K) |
| | Make a collage or mobile of snack foods from the Basic Four. | Bureau Activity Kit (K) |
| Dental health | Make posters or collages of orally safe snack foods from the Basic Four; foods that help to build strong teeth from the Basic Four. | Do You? (PO)<br>The Munchers: A Fable (F)<br>School Nurse or Dentist (RP)<br>Toothtown, U.S.A. (K)<br>Trigger Foods (F) |
| | Compare cereal boxes for sugar content by reading the list of ingredients. | |
| Senses | Discuss how eating well allows our body to function properly (we can see, smell, hear, taste, and touch). | Creative Food Experiences for Children (B) |
| | Compare the feel and aroma of fresh fruits and vegetables. Discuss flavor and sounds when eating them. | |

Grade: THREE

| Topics/Skills | Nutrition Education Activities | Resources |
|---|---|---|
| | Plan a balanced meal which appeals to a variety of senses. Adapt from "Menu Medleys." | Bureau Activity Kit (K) |
| **Science** | | |
| Parts, functions of the body | Observe animal feeding demonstration conducted by older students. Note how food effects the body (hair, skin, bones, and muscles). | Creative Food Experiences for Children (B)<br>The Great Grow Along! A Tail of 2 Rats and You (K)<br>How Your Body Uses Food (PA)<br>The Hungry Car (B) |
| **Reading** | | |
| Phonetic analysis | Use food pictures and words to illustrate phonetic structures. | |
| Classify words | Play food bingo. | Bureau Activity Kit (K)<br>Lingo (K) |
| **Mathematics** | | |
| Use of scales | Observe scales and weighing at a supermarket; in a school kitchen. | Produce Person (RP)<br>School Food Service Supervisor (RP) |
| Geometric shapes | Identify and compare geometric shapes of food. | |
| | Make papier-maché fruits. | Bureau Activity Kit (K) |
| Time, temperature | Prepare recipes emphasizing time and temperature (yogurt, ice cream). | Classroom Cookery (K)<br>Creative Food Experiences for Children (B) |
| Making change | Visit a supermarket to buy healthful snacks. | Food and Man (K) |
| | Discuss purchasing a school breakfast or lunch. | |

**Grade: THREE**

| Topics/Skills | Nutrition Education Activities | Resources |
|---|---|---|
| **Social Science** | | |
| Transportation | Make a mural comparing how food gets to market in different countries. | Cities and Shopping (F)<br>Food from Farm to Home (B)<br>Trade (F)<br>Where We Get Our Food (PA) |
| Communications | Collect food ads. Discuss according to the value of the information provided. | Soopergoop (F) |
| | Create ads for wholesome foods; a good breakfast. | |
| | Role play a TV food commercial emphasizing reasons for buying a food. | |
| | Write an article about school breakfast, school lunch, or snacks for the school newspaper. | School Food Service Supervisor (RP) |



40-A

40-B

**Grade:** FOUR

**Behavioral Objectives:** The student will name the nutrient classes (protein, carbohydrate, fat, vitamins, minerals) supplied by each of the Basic Four Food Groups and state a major function of each in the body. The student will identify the components of the TYPE A pattern. After conducting an animal feeding demonstration, the student will explain, to younger children, the effect of food on growth and health.

| Topics/Skills | Nutrition Education Activities | Resources |
|---|---|---|
| **Health** | | |
| Basic Four Food Groups/nutrients | Discuss the functions of major nutrient classes (protein, carbohydrate, fat, vitamins, minerals); identify their sources according to the Basic Four. | Beyond the Basic Four (B)<br>The Family Guide to Better Food and Better Health (B)<br>The Guide to Good Eating (PO)<br>How Your Body Uses Food (PA)<br>McDonald's Nutrition Action Pack (K)<br>What's Good to Eat (F) |
| | Identify the major nutrient classes supplied in the TYPE A pattern by comparing it to the Basic Four. | The Family Guide to Better Food and Better Health (B)<br>Health - Food and Nutrition (F)<br>School Food Service Supervisor (RP)<br>TYPE A for a Better Day (PO)<br>What's Good to Eat (F) |
| | Create comic strips about nutrients in the Basic Four. | Food Facts and Fun with Butter and Boop (PA) |
| | Conduct an animal feeding demonstration. Share conclusions with lower grades. | The Great Grow Along! A Tail of 2 Rats and You (K) |
| **Science** | | |
| Water | Show that water is part of all foods. Dry foods (apples, grapes); reconstitute foods (nonfat dry milk, frozen orange juice). | Creative Food Experiences for Children (B)<br>How Your Body Uses Food (PA)<br>What's Good to Eat (F) |
| Properties of matter | Test foods for starch, fat, protein. | How Your Body Uses Food (PA)<br>Learning Science Through Cooking (B)<br>Let's Take Milk Apart (PA)<br>Science Experiments You Can Eat (B) |

Grade: FOUR

| Topics/Skills | Nutrition Education Activities | Resources |
|---|---|---|
| **Reading** | | |
| Read diagrams and charts | Diagram and chart fruits and vegetables in various stages of growth. | The Carrot and Other Root Vegetables (B)<br>The Fruits We Eat (B)<br>Plants We Eat (B)<br>The Plants We Live On (B)<br>Tomato and Other Fruit Vegetables (B)<br>Tomatoes from Seed to Table (F)<br>Vegetables (B)<br>Vegetables from Stems and Seeds (B)<br>Versatile Vegetables: See How They Grow (PO) |
| | Read and compare nutrient labels of snack foods. | Read the Label, Set a Better Table (F) |
| **Mathematics** | | |
| Word problems | Use word problems to show how the price of food increases from farmer to consumer. | Food for the City - Produce (F)<br>Trade (F) |
| Multiplication and division | Double or halve simple recipes. | See Cookbooks (CB) |
| **Social Science** | | |
| Community | Research facts about the community's agriculture; compare to different countries.<br>Draw a mural depicting changes in agriculture in the community. | Chamber of Commerce (RP)<br>Economic Geography (F)<br>Farming Around the World (B)<br>Foods Around the World (F)<br>Let's Travel Series (B)<br>State Department of Food and Agriculture (RP) |
| | Plan an ethnic day in the cafeteria. | Cafeteria Day (page 30)<br>See Cookbooks (CB)<br>Family Holidays Around the World (PA)<br>School Food Service Supervisor (RP) |

Grade: FOUR

| Topics/Skills | Nutrition Education Activities | Resources |
|---|---|---|
| Regions | Make a produce map of New England showing imported and exported foods. | Chamber of Commerce (RP)<br>State Department of Food and Agriculture (RP) |
| | Compare food producing regions of the United States with those of different countries. | Agriculture U.S.A.: America's Most Basic Industry (B)<br>Bureau Activity Kit (K)<br>Farming Around the World (B)<br>Food from the Desert (F)<br>Food from the Sea (F)<br>Food of Southeast Asia (F)<br>Japan's Food from Land and Sea (F) |
| Exploration, settlement of North America | Research the role of food in the early history of North America(e.g. spices as the impetus for exploration; food and agriculture of native Americans and early settlers). | The American Indian (B)<br>Corn Is Maize (B)<br>The First Thanksgiving (B)<br>Food and Man (K)<br>The Foodbook (B)<br>The Nutrition Awareness Kit (K)<br>Red-Flannel Hash and Shoofly Pie (B)<br>Slumps, Grunts, and Snickerdoodle (B)<br>Turkeys, Pilgrims and Indian Corn (B) |

**Grade: FIVE**

**Behavioral Objectives:** The student will identify the nutrient profile of each of the Basic Four Food Groups. The student will identify functions and sources of the key vitamins and minerals (vitamins A and C, thiamin, riboflavin, niacin; calcium, iron).

| Topics/Skills | Nutrition Education Activities | Resources |
|---|---|---|
| **Health** | | |
| Nutrients | Identify the nutrient profile of each of the Basic Four Food Groups by using the Comparison Cards to play "Mystery Card." | Comparison Cards (K)<br>Nutrients and Foods for Health (PO) |
| | Discuss functions and sources of key vitamins and minerals. | The Great Vitamin Mystery (PA)<br>How Your Body Uses Food (PA)<br>Vitamins from Food (F) |
| | Form a nutrient continuum using food models or food packages with nutrient labeling. Arrange items on line according to the percent of U.S.RDA for a given nutrient. | Food Models (K)<br>Nutrient Labeling - How It Can Work for You (B)<br>Read the Label, Set a Better Table (F) |
| | Analyze school breakfast and lunch for key vitamins and minerals. | School Food Service Supervisor (RP) |
| **Science** | | |
| Food science | Conduct experiments to show the beneficial and detrimental effects of microorganisms on food. | Microbes at Work (B)<br>Please Don't Eat the Mold (PA)<br>Science Experiments You Can Eat (B)<br>The Story of Microbes (B) |
| | Investigate methods of processing and preservation of milk, fruits, and vegetables: pasteurization, fermentation, freezing, canning, drying. | Food Preservation (F)<br>The Great American Shopping Cart (B) |
| | Discuss enrichment and fortification of processed foods; make a display. | The Bellybook (B) |
| | Report on government agencies that protect our food supply (USDA, FDA). | Consumer Protection Labs (B)<br>Feeding the City (B)<br>Fruitcake and Arsenic (B) |

**Grade: FIVE**

| Topics/Skills | Nutrition Education Activities | Resources |
|---|---|---|
| **Language Arts** | | |
| Biographies | Report on inventors and inventions important to the food industry or scientists and discoveries important to nutrition (e.g. canning, Nicholas Appert; freezing, Clarence Birdseye; vitamins, Casimir Funk; calcium, Henry Sherman). | The Great Nutrition Puzzle (B)<br>The Great Vitamin Mystery (PA) |
| Letter writing | Write business letters to food companies explaining satisfaction or dissatisfaction with the nutritional quality of a product. | |
| **Mathematics** | | |
| Percent | Using nutrient labels or food models, plan a day's menu to meet 100 percent of the U.S.RDA's for key nutrients. | Food Models (K) |
| Graphs | Make a bar graph comparing the amounts of iron (vitamin A or C) in different fruits and vegetables. | Food Models (K)<br>Learning Nutrition Through Discovery (B) |
| | Plan a TYPE A menu. Make a nutrient profile of the menu showing the total U.S. RDA for each key nutrient. | Comparison Cards (K)<br>School Food Service Supervisor (RP) |
| **Social Sciences** | | |
| Ancient/Medieval history | Discuss agriculture as the beginning of civilization. | The Agricultural Revolution: Man as Food Producer (F)<br>The Second Greatest Invention (B) |
| | Analyze the diet of man from historical periods such as Ancient Sumer or Medieval Europe according to the Basic Four Food Groups and major nutrients. | Food and Man (K)<br>Fresh, Canned, and Frozen Food from Past to Future (B)<br>Man and His Land (F) |
| | Construct a mural showing diet and customs. | |

Grade: FIVE

| Topics/Skills | Nutrition Education Activities | Resources |
|---|---|---|
| Middle East | Compare food habits of ethnic groups in Middle East. | Family Holidays Around the World (PA) |
| | Plan a Middle East Day in the cafeteria | School Food Service Supervisor (RP) |

**Grade:** SIX

**Behavioral Objectives:** The student will analyze a 24-hour food recall according to the Basic Four Food Groups and key nutrients. The students will p... ethnic menus for an International Week in the cafeteria.

| Topics/Skills | Nutrition Education Activities | Resources |
|---|---|---|
| **Health** | | |
| Planning a balanced diet | Analyze a food recall by listing all foods and beverages consumed in the last 24 hours; compare to the Basic Four recommendations. Note ways to improve nutrient intake. | The Guide to Good Eating (PO) |
| | Plan a day's menu to meet the Basic Four recommendations. Discuss snacks and choices at fast food shops as to how they contribute to nutrient intake and a balanced diet. | Eating on the Run (F)<br>Your Snacks, Chance or Choice (PO) |
| | Plan ethnic menus for an International Week in the cafeteria. | See Cookbooks (CB)<br>The Nutrition Awareness Kit (K)<br>School Food Service Supervisor (RP) |
| Community health | Investigate community nutrition resources (e.g. school food service programs; elderly feeding programs; food stamps). | Local Department of Welfare (RP)<br>Office of Elder Affairs or local Council on Aging (RP)<br>School Food Service Supervisor (RP) |
| **Science** | | |
| Digestion | Conduct experiments that show digestion of protein and carbohydrate. | How Your Body Uses Food (PA)<br>Learning Nutrition Through Discovery (B) |
| | Diagram the route of food from ingestion to elimination. | How a Hamburger Turns into You (F) |
| Cells/energy | Define "calorie"; keep a day's record of caloric intake and energy expenditure. | The Family Guide to Better Food and Better Health (B)<br>Food Energy and You (F)<br>How Your Body Uses Food (PA) |

Grade: SIX

| Topics/ Skills | Nutrition Education Activities | Resources |
|---|---|---|
| | Compare the nutritional requirements of unicellular organisms and humans. | Food and Life (B)<br>Learning Nutrition Through Discovery (B) |
| **Mathematics** | | |
| Ratio | Conduct a survey of eating habits in the school or class. Figure ratios according to: good/poor breakfasts; good/poor lunches; Basic Four recommendations; key nutrients; sweets. | |
| Graphs | Illustrate survey results for milk, fruit and vegetable consumption with circle graphs. | |
| | Illustrate participation in school breakfast or school lunch with line graphs. | |
| **Language Arts** | | |
| Fact/opinion | Analyze television and magazine advertisements for accuracy of nutritional information. | Natural Foods: Good, Bad, Different? (FS)<br>Soopergoop (F) |
| Composition | Write articles about food survey and cafeteria day for school newspaper. | |
| **Social Science** | | |
| French Revolution | Investigate methods of agriculture and food habits of people in different classes before and after the Revolution. | The Foodbook (B)<br>Food in History (B) |
| | Discuss the importance of food (price of white bread) as a cause for the French Revolution. | The Bellybook (B)<br>Food in History (B) |
| | Research the development of French Cuisine and how it has influenced other cultures. | The Nutrition Awareness Kit (K)<br>Red-Flannel Hash and Shoofly Pie (B) |

Grade: SIX

| Topics/Skills | Nutrition Education Activities | Resources |
|---|---|---|
| Latin America | Research the influence of Indian, Portuguese, and Spanish cultures on Latin American eating habits. | What We Eat: The Origins and Travels of Foods Round the World (B) |
| | Compare agricultural methods of Latin American countries to methods used in the United States. | Economic Geography (F)<br>Growing Food (B)<br>How Man Provides (B) |
| | Investigate the incidence of malnutrition in the developing countries; report on solutions. | Famine on the Wind (B)<br>Food for People (B)<br>House of Man (Part II) (F)<br>This Hungry World (B) |

# BREAKFAST

**Generalizations:**

There are many kinds of food that are good to eat for breakfast. Well-balanced meals contain some foods from each of the Basic Four Food Groups. Breakfast contributes one-third of the daily food needs.

**Behavioral Objectives:**

The student will identify and taste foods that are components of a good breakfast. The student will compare his breakfast habits with those of another country.

**General Information:**

The word breakfast means to break the fast. Breakfast comes after eight or more hours of going without food during the night. A good breakfast starts the day off right. It supplies the nutrients and calories children (and adults) need to work and play at their best all morning. Children who do not eat a good breakfast have trouble paying attention and may be groggy or restless.

Children who "skip" breakfast are unlikely to meet their daily nutrient needs. A good breakfast supplies at least one-fourth of a child's energy and nutrient needs for a day. A minimal breakfast should include fruit or juice, a serving from the bread/cereal group, and milk. Highly sugared cereals should be avoided. Protein-rich foods such as meat, poultry, fish, egg, cheese, or peanut butter lend "staying power" to the basic pattern and should be included daily, if possible.

There are many combinations of foods which make a good breakfast. "Unbreakfast" foods may include; meat or peanut butter sandwich; cheese; peanut butter and banana sandwich; cheese pizza or spaghetti; fresh fruit frappe; rice and beans.

**Procedure:**

1. Have children draw a picture or write what they ate for breakfast; or using a picture of a child or family eating breakfast, discuss the foods each student ate for breakfast.
2. Introduce the importance of breakfast with the following questions:
   *What does breakfast mean?* *Why should we eat breakfast?*
   *What types of food should be included at breakfast?*
   *How do these foods fit into the Basic Four pattern?* *What key nutrients do they supply?*
3. Discuss the variety of foods that could be eaten at this meal. Include "unbreakfast" foods.
   *What do you like to eat for breakfast?*
   *What should you eat at home to supplement the school breakfast?*
4. Describe how you can contribute to the family in the morning.
   *How can you make breakfast pleasant for your family?*
   *Do you ever prepare your own breakfast?*

5. Have students brainstorm and mime ways to make their own breakfast such as pouring cereal in a bowl, pouring milk over cereal or fruit, peeling banana, pouring glass of milk or fruit juice, spreading peanut butter or placing cheese on toast.

6. Evaluate a variety of breakfasts using food models inserted in a styrofoam tray. Classify foods according to the Basic Four Food Groups; according to key nutrient content.

7. Compare breakfast habits in the United States with those of country of origin. Collect or draw pictures from these two cultures.

Other Activities:

1. Write a play about children eating different breakfasts all over the world.
2. Demonstrate breakfast preparation without cooking; taste foods.
3. Cooperate with art students in making puppets to tell a breakfast story.
4. Conduct a breakfast party in the classroom or cafeteria.

SCHOOL BREAKFAST IDEAS

| Cold | Hot | Special Occasion |
|---|---|---|
| *With juice or fruit and milk* | *With juice or fruit and milk* | |
| Cheese sandwich | Frankfurter in roll | Orange juice |
| Coffee cake or muffin | French toast (and sausage) | Hot cereal with ice cream |
| Cold cereal | Grilled cheese sandwich | Scrambled eggs |
| Hard-cooked egg, bread and butter sandwich | Grilled meat sandwich | Snickerdoodle |
| Peanut butter sandwich | Grilled peanut butter sandwich | Milk |
| Sliced meat sandwich | Hamburger in roll | |
| | Pancakes (and sausage) | Orange juice |
| | Scrambled eggs and cornbread | Scrambled eggs |
| | Waffles (and ham) | Oven-browned ham slice |
| | | Strawberry shortcake |
| | | Milk |

## BETTER BREAKFAST: A Total School Project

| Grade/Objective | Activities | Resources |
|---|---|---|
| *KINDERGARTEN*<br>Identify and taste fruits and vegetables, milk and milk products. | Discuss why our bodies need breakfast.<br>Identify fruits and vegetables, milk and milk products served as breakfast foods.<br>Prepare simple, no-cook breakfasts:<br>*Tangerine sections, peanut butter sandwich, milk*<br>*Banana, cereal, milk*<br>*Super-cereal (instant oatmeal, raisins, and nuts) with milk* | Creative Food Experiences for Children (B)<br>The Good Foods Coloring Book (PA)<br>The Most Important Person- What's for Breakfast? (F) |
| *GRADE ONE*<br>Identify and taste good breakfast foods. | Draw and discuss what was eaten for breakfast.<br>Identify breakfast foods.<br>Plan and conduct a breakfast party.<br>Complete, *"I like to eat breakfast."*<br>Make breakfast collages or mobiles. | Alexander's Breakfast Secret (K)<br>Breakfast (page 26-27)<br>Every Day We Get Up (PA)<br>Pancakes, Pancakes! (B) |
| *GRADE TWO*<br>Identify and taste good breakfast foods. With help of school food service supervisor, plan a breakfast for cafeteria service. | Identify components of school breakfast. Count numbers of children participating. Measure waste of milk before and after nutrition activities.<br>Plan an international tasting party using breakfast foods from different countries. | School Food service supervisor<br>Many Hands Cooking (CB)<br>What Did You Have This Morning for Breakfast? (PO) |
| *GRADE THREE*<br>Identify and taste breakfast foods from the Basic Four Food Groups. | Analyze home and school breakfasts according to the Basic Four; taste foods from each group. Write an article for the school newspaper.<br>Compare cereal boxes for sugar content by reading list of ingredients.<br>Create ads or TV commercials for wholesome breakfast foods. | The Four Food Groups (PO)<br>School Food Service Supervisor<br>Soopergoop (F) |

| Grade/Objective | Activities | Resources |
|---|---|---|
| *GRADE FOUR*<br>Identify nutrient classes supplied by breakfast foods.<br>Conduct animal feeding demonstration. | Identify major nutrient groups supplied by home and school breakfasts. | Nutrients and Food for Health (PO)<br>What's Good to Eat (F) |
| | Read and compare nutrient labels of breakfast foods (cereals, pastries, instant drinks). Form a continua for sugar, protein, vitamins. | Read the Label...Set a Better Table (F) |
| | Conduct animal feeding demonstration with breakfast beverage (milk) as the variable. Share conclusions with other grades. | The Great Grow Along (K) |
| *GRADE FIVE*<br>Identify key nutrients supplied by breakfast foods. | Analyze home and school breakfast for key nutrients. | Comparison Cards (K)<br>Food Models (K)<br>Nutrients and Food for Health (PO) |
| | Organize a *Better Breakfast Month*. | School Food Service Supervisor |
| | Research biographies of cereal magnates (Post, Kellogg). | The Belly Book (B)<br>The Foodbook (B)<br>The Great Nutrition Puzzle (B) |
| *GRADE SIX*<br>Analyze the breakfast contribution of a 24-hour dietary recall to the Basic Four and key nutrients. | Conduct a 24-hour dietary recall; analyze breakfast contribution to Basic Four and key nutrients. | |
| | Plan a day's menu to meet the Basic Four and key nutrient requirements. Emphasize breakfast alternatives. | Eating on the Run (F) |
| | Conduct a survey of class or school breakfast habits and/or participation in the school breakfast program. Illustrate results with circle, line, and/or bar graphs. | |

## CAFETERIA DAY

The purpose of this activity is to acquaint the children with the nutritive value of the TYPE A pattern and to emphasize cultural and historical influences on family food consumption. A cooperative classroom/cafeteria day highlights the multi-ethnic backgrounds of the students while encouraging better eating habits. It is important to be cognizant of all nationalities represented in the student population when cafeteria days are planned. Ideally, it becomes an entire school project --- with the school as the "world," the classrooms as "countries," and the cafeteria as the "international restaurant."

Feature recipes and menus which evolve from tasting parties held prior to the cafeteria day. Solicit recipes from parents that can be used in the classroom and then adapted for quantity service. Focus nutrition education efforts on foods such as vegetables that are not well-accepted in school lunch.

Generalizations:

Attractive foods and surroundings make it more fun to eat. Home and school complement each other in making nutrition education a viable experience. The TYPE A lunch contributes one-third of the daily food needs. All people do not eat alike. Family, religion, and nationality can affect the foods we eat.

Behavioral Objectives:

The students will identify the components of the TYPE A pattern and their nutritional contributions. With the cooperation of the school food service supervisor, the students will plan and carry out a cafeteria day using foods from other cultures and historical periods.

Procedure:

I. Cooperation with school food services

A. Contact school food service supervisor to request assistance in coordinating cafeteria day(s).

1. Plan an introduction to the school food service program to include a nutrition mini-lesson.

a. Explanation of TYPE A pattern
b. Tour of preparation areas

2. Invite school food service supervisor to help students plan special menu(s) according to theme.

3. Ask school food service staff to wear costumes or dress appropriately (students help make them).

B. Contact school cafeteria manager to make special arrangements for music, decorations, and displays.

II. Cooperation with a variety of disciplines to enhance cafeteria day

A. Contact school principal to confirm special arrangements.

B. Art classes

1. Collect or make costumes and crafts for display.
2. Make centerpieces for cafeteria tables.
3. Make murals for cafeteria depicting theme.

C. Language arts

1. Write invitations and menus for distribution to other students, parents, and city officials.
2. Compile a cookbook using recipes adapted from cafeteria day. Distribute to parents.
3. Write thank-you notes to cooperators.
4. Invite photographer from local newspaper; write article for local or school newspaper as a nutrition education lesson for parents.

D. Social science

1. Have students research the country or historical period which is being celebrated --- highlight food traditions.
2. Help art classes with costumes and murals for display.

E. Music

1. Ask students to provide enjoyable, authentic background music for the cafeteria.

## FOOD WHEEL

A Food Wheel can be used as a learning experience in language arts (and art) at various age/grade levels for many nutrition objectives. It can be a "fun" activity at a learning station in the classroom. Older students can learn about nutrition, and be nutrition teachers, by making wheels for use in lower grades or to bring home to teach younger brothers and sisters (parents, too).

Depending upon age level and nutrition knowledge, Behavioral Objectives can include any of the following:

Given an assortment of food pictures, the student will identify:

* a variety of milk (fruit, vegetable products)
* the same food in different forms
* foods that are good to eat for breakfast
* foods that make a TYPE A lunch
* foods that are milk or milk equivalents
* foods that help to build strong bones and teeth
* foods that are good sources of calcium (iron, protein, vitamin A or C)

### SAMPLE FOOD WHEEL
### Milk and Milk Equivalent Wheel

Generalizations:

The foods we eat every day make us grow. Foods from the milk group are especially important for strong bones and teeth.

Behavioral Objective:

Given an assortment of food pictures, the student will identify the foods that are milk equivalents for building strong bones and teeth.

Materials:

| | | |
|---|---|---|
| Oak tag | Razor blade or mat knife | Paste |
| Felt tip pen | Crayons | Clear contact paper |
| Scissors | Milk and milk product pictures | Brass fastener |

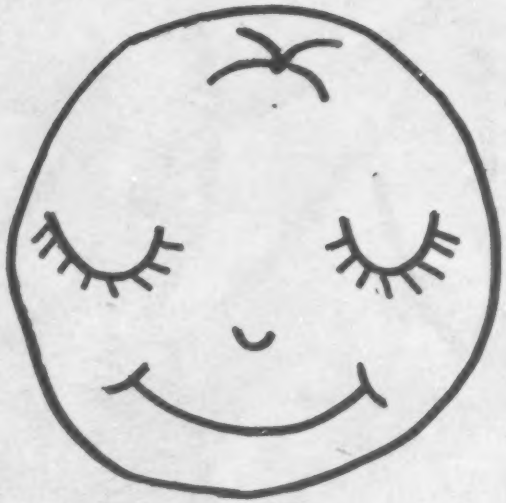
Procedure:

1. Transfer pattern of cow's head (page 34) to a sheet of oak tag. Cover with clear contact paper.
2. Cut out cow's head and opening at each eye to make lift-up tabs.

tures, words, and numbers makes the wheel self-correcting. (Students may draw pictures or collect them from magazines.)

4. Cover circle with clear contact paper. Cut out circle.

5. Insert brass fastener through the cow's head and circle as indicated on patterns.



Other Food Wheels:

* Use the COW, or make an ORANGE WHEEL, to identify foods that are good to eat for breakfast:

| | | |
|---|---|---|
| Fruit - YES | Cookies - NO | Peanut butter - YES |
| Cheese - YES | Cereal - YES | Hamburger - YES |
| Soda - NO | Milk - YES | Potato chips - NO |
| Juice - YES | Cake - NO | Cabbage soup - YES |
| Candy - NO | Cocoa - YES | Rice and beans - YES |

* Use an ORANGE WHEEL to identify foods that are good sources of vitamin C:

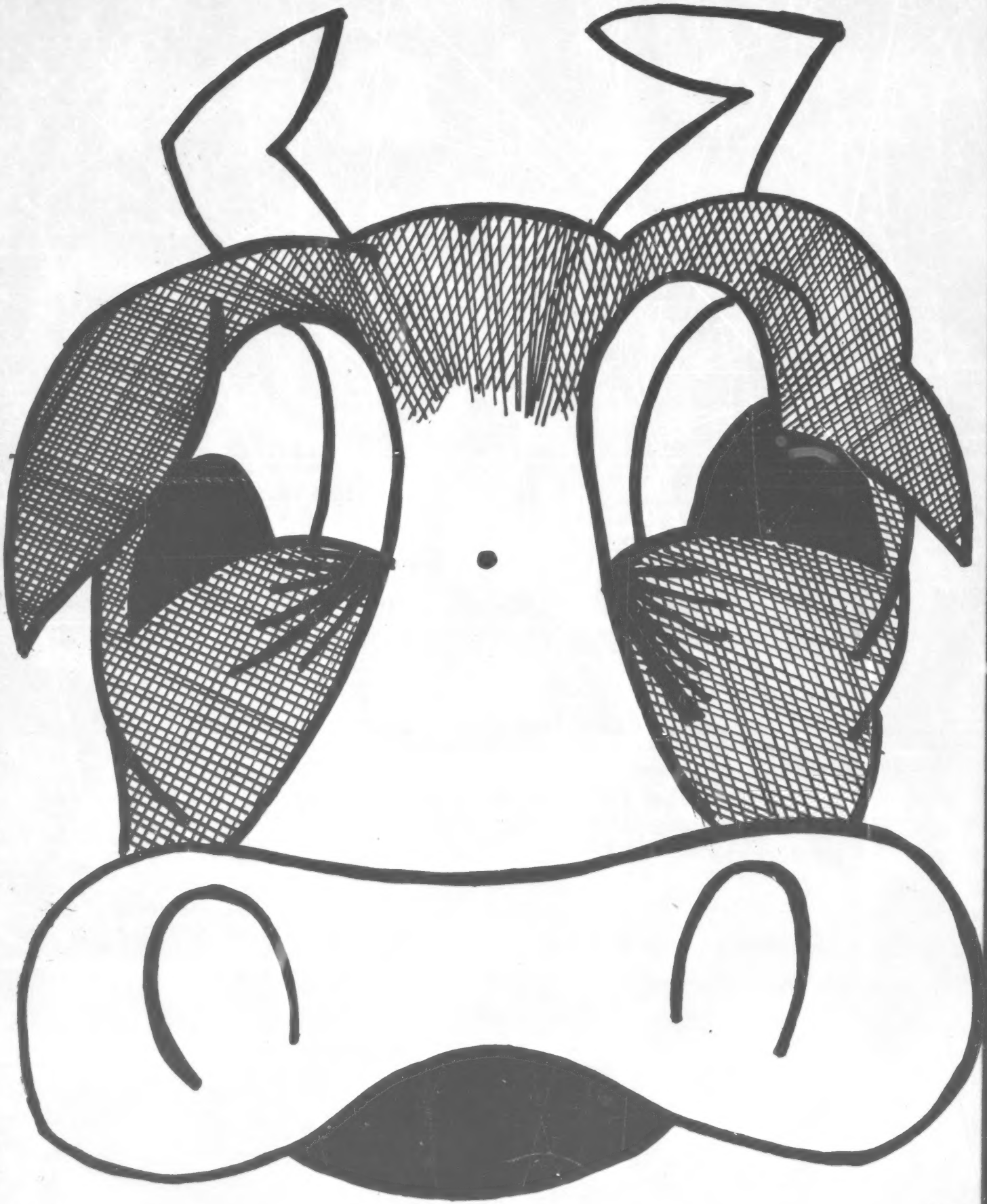
| | | |
|---|---|---|
| Carrots - NO | Apple - NO | Baked potato - YES |
| Melon - YES | Grapefruit - YES | French fries - NO |
| Orange - YES | Broccoli - YES | Orange soda - NO |

* Use a PUMPKIN WHEEL to identify foods that are good sources of vitamin A:

| | |
|---|---|
| Carrot - YES | Green beans - NO |
| Broccoli - YES | Hamburger - NO |
| Corn - NO | Orange - NO |
| Peach - YES | Cantaloupe - YES |

* Use the COW to identify foods that are good sources of iron:

| | |
|---|---|
| Egg - YES | Broccoli - YES |
| Milk - NO | Raisins - YES |
| Prunes - YES | Whole wheat bread - YES |
| Carrot - NO | Orange soda - NO |
| Liver - YES | Bran muffin - YES |





34

1
2
3
4
5
6
7
8
YES
NO
NO
YES
NO
NO
YES
YES
ICE CREAM
CHEESE
SODA
ORANGE
PUDDING
BUTTER
COCOA
CREAM

# FRESH VEGETABLE TASTING PARTY

**Generalizations:**

There are many kinds of foods that are good to eat. Learn to taste new foods for better health.

**Behavioral Objective:**

The student will identify and taste a variety of fresh vegetables used in the TYPE A lunch.

**Materials:**

- Opaque plastic bag with drawstring (Mystery Bag)
- Versatile Vegetable Poster: SEE HOW THEY GROW
- Cutting boards
- Wax paper
- Sharp knives
- Serving spoons
- Spatula or sandwich spreader
- Vegetable parer
- Measuring spoons
- Large mixing bowl
- Mixing jar
- Washed vegetables
  - Green peppers
  - Lettuce
  - Tomatoes
  - Celery
  - Carrots
- Oil
- Vinegar
- Salt
- Pepper
- Mayonnaise
- Crusty bread
- Paper plates
- Paper napkins
- Plastic flatware
- Name tents

**Procedure:**

This procedure can be used with any vegetable or fruit. As an example, we have used green peppers.

I. Identification of fresh vegetables

A. "Mystery Bag" activities

1. Before class, place one green pepper in an opaque plastic bag.
2. Have the students wash their hands.
3. Have each student reach into the bag, feel the food and describe it. Start the discussion with the following questions:
   - *Is it soft or hard?*
   - *Is it rough or smooth?*
   - *What is its shape?*
   - *How big is it?*
4. Have the students guess its identity.
5. Remove the vegetable from the bag. Continue the discussion:
   - *What is this food called?*
   - *What color is it?*
   - *Where does it come from?*
   - *How does it grow?*
6. Use the vegetable poster to illustrate that a green pepper is a fruit/vegetable.
7. While cutting the pepper, continue with:
   - *How do we cut it?*
   - *What's inside?*
   - *What are seeds?*
   - *Can you count the seeds?*
8. Cut a second pepper into bite-size pieces for tasting. (The teacher always samples the new food first, with enjoyment.)

B. Repeat the same procedure with the remaining vegetables.

II. Tasting party

A. Vegetable preparation

Divide the class into three groups. Assign a vegetable preparation to each group.

**Group 1**

*Lettuce and tomato salad*

Materials:
- Large mixing bowl
- Cutting board
- Sharp knife
- Wax paper
- Measuring spoons
- Mixing jar

Ingredients:
- Lettuce
- Tomatoes
- Oil
- Vinegar
- Salt
- Pepper

1. Cover cutting board with a sheet of wax paper.
2. Cut tomatoes into small wedges.
3. Tear lettuce into bite-size pieces.
4. Transfer vegetables to bowl.
5. Mix one part vinegar to three parts oil in jar; shake; add to vegetables.
6. Season *lightly*; toss.

**Group 2**

*Open-face lettuce and tomato sandwiches*

Materials:
- Cutting board
- Sharp knife
- Spatula or Sandwich spreader
- Wax paper

Ingredients:
- Lettuce
- Tomatoes
- Mayonnaise
- Crusty bread

1. Cover cutting board with a sheet of wax paper.
2. Slice the tomatoes.
3. Tear lettuce into small pieces.
4. Spread each slice bread with mayonnaise; cut in quarters.
5. Place a piece of lettuce and a slice of tomato on each quarter.

**Group 3**

*Celery and carrot sticks*

Materials
- Cutting boards
- Sharp knives
- Vegetable parer
- Wax paper

Ingredients:
- Carrots
- Celery stalks

1. Cover each cutting board with a sheet of wax paper.
2. Pare the carrots.
3. Trim the celery.
4. Cut carrots and celery into strips.

B. Tasting vegetables

Materials: Paper plates, Paper napkins, Plastic flatware, Name tents, Serving spoons

1. Set up buffet line; place name tent in front of each food.
2. Have children taste and discuss the food.

Other Activities:

1. Make collages of vegetables and fruits.
2. Draw pictures of favorite fruits and vegetables.
3. Make a tossed salad or vegetable soup.
4. Plan healthful fruit and vegetable snacks.
5. Visit the produce section of the supermarket.
6. Read stories about vegetables and fruits.
7. Plan tasting parties with the school food service supervisor to try new vegetables that appear on the menu.

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